



## Efforts to Improve the Concentration of 5-6 Year-Old Children Through Angklung

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### ABSTRACT

This study aimed to improve the concentration of children aged 5–6 years through angklung musical instrument play activities at RA Istiqomah. The research employed the Classroom Action Research (CAR) method based on the Kemmis and Taggart model, which was conducted in two cycles consisting of the stages of planning, implementation, observation, and reflection. The participants were 16 children in Group B, aged 5–6 years. Data were collected through observation, interviews, and documentation, while data analysis was carried out using both qualitative and quantitative descriptive approaches. The results indicated that playing the angklung significantly improved the children's concentration skills. The average concentration score increased from 41.70% in the pre-cycle stage to 66.40% in Cycle I and reached 84.52% in Cycle II. The children demonstrated greater focus, were able to follow instructions, wait for their turn, and maintain

attention throughout the learning activities. Therefore, angklung-playing activities can be considered an effective and enjoyable learning method for enhancing concentration among early childhood learners.

## INTRODUCTION

Early childhood education is an important foundation in developing various aspects of a child's growth, including cognitive, language, social-emotional, physical-motor, and art skills (Sitorus, 2023; Iskandar, Mesiono, & Sit, 2025). One of the aspects that really affects a child's learning success is concentration. Concentration is the ability to focus attention on an activity or object for a certain period of time so that the child can receive, understand, and process information obtained from their surroundings (Ayunita, Khadijah, Harahap, & Hakim, 2023). At the age of 5–6, a child's ability to concentrate is still developing, so they need the right kind of stimulation to grow optimally (Qomariyyah, Yuntina, & Anggraeni, 2025).

Good concentration skills will help children follow learning activities, complete the tasks given by their teachers, and develop their thinking and problem-solving skills (Sudarto, Rahmawati, & Watini, 2023). On the other hand, low concentration can make kids easily distracted by things around them, have trouble following instructions, and not do their best in reaching learning goals (Nasution & Siregar, 2022). The phenomenon of low concentration in young children is often seen during learning activities in early childhood education settings. Kids tend to get bored quickly, have trouble focusing when the teacher is explaining, often shift their attention, and find it hard to finish the activities they're doing (Amperawati, Muniroh, & Susanti, 2022).

Ali bin Abi Thalib said, *Aqbilala sya'nik* (focus your attention on your own affairs), this principle is applied because humans have many shortcomings and weaknesses. So the solution is to focus on one part of the problem, and once that part is resolved, you can move on to the next. Allah SWT says in Q.S Al-Insyirah [94]:7 as follows:

*It means: Once you've finished (with one good deed), keep working hard (for other good deeds)*

Based on initial observations at RA Istiqomah, it was found that some children aged 5–6 still have difficulty maintaining focus during learning activities. Some children seem easily distracted by friends or the surrounding environment, pay little attention to the teacher's explanations, and often leave activities before finishing. This situation shows the need for efforts to help improve children's concentration skills through learning activities that are engaging, fun, and suited to the developmental characteristics of early childhood.

One medium that can be used to improve a child's concentration is the *angklung* musical instrument. *Angklung* is a traditional Indonesian instrument played by shaking it to produce harmonious sounds. In playing the *angklung*, children are required to pay attention to instructions, listen to the rhythm, recognize their turn to play, and coordinate hand movements with the sounds produced. These activities involve listening, paying attention, remembering, and responding correctly, which can gradually train a child's concentration.

Previous research shows that improving children's concentration can be done through various media and learning methods, such as educational games, art activities, movement and songs, as well as audiovisual media. A study conducted by (Liani, Ambarwati, & Intan, 2023) showing that play activities that involve active participation from children can help improve attention focus during the learning process. In addition, research by (Makarau, Aprida, Jannah, & Fauziah, 2026)

stating, music activities have also been shown to stimulate the development of brain functions related to attention, memory, and coordination. However, research (Muslikhah & Pamungkas, 2022) more focused on using modern media or art activities in general without specifically examining the use of traditional musical instruments as a means to improve concentration.

Research (Pristiwanti & Jamaludin, 2023) Regarding the angklung, it generally focuses on developing musical ability, creativity, motor skills, and the preservation of local culture. Meanwhile, studies that specifically examine the effect of using the angklung on improving the concentration of children aged 5–6 years are still relatively limited. The research gap (Daryanto, 2024) It can be seen that most of the research is conducted at the elementary or general kindergarten level, while studies carried out at Raudhatul Athfal (RA) institutions with learning based on Islamic values are still rare. Therefore, further research is needed to explore how angklung playing activities can be used as a learning medium to improve the concentration of early childhood in the context of Islamic education.

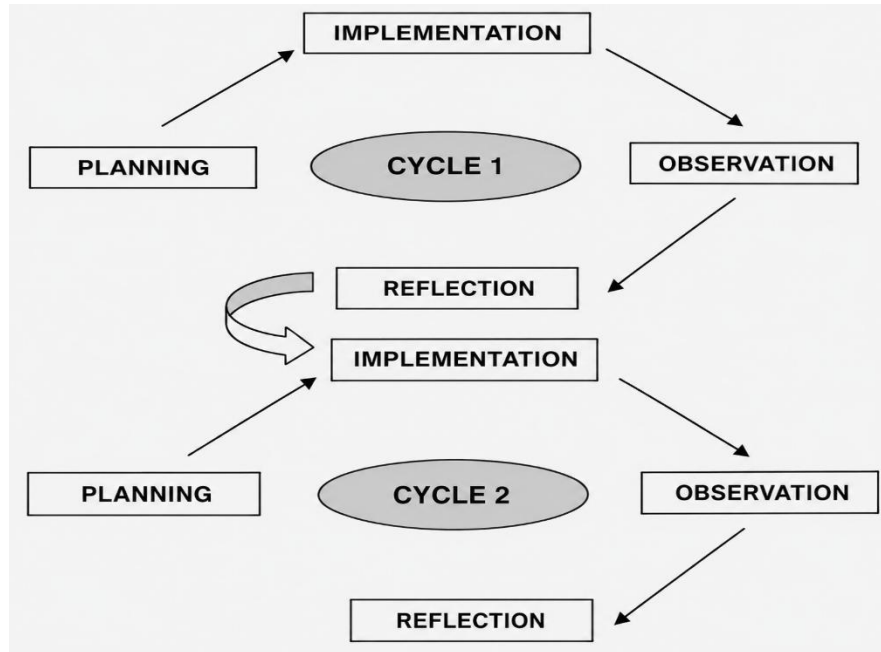
There is a research gap in studies that specifically examine the use of the angklung musical instrument as a medium for improving the concentration of children aged 5–6 years in Raudhatul Athfal (RA) settings. Furthermore, no previous study has investigated the implementation of angklung as a concentration-enhancing learning medium at RA Istiqomah. Therefore, this research was conducted to examine children's concentration abilities before and after participating in angklung-playing activities, as well as to describe the implementation process of these activities in classroom learning. Through classroom action research, learning activities were designed to be engaging, enjoyable, and developmentally appropriate, enabling children to focus better, follow teachers' instructions, and participate actively in the learning process.

The novelty of this study lies in the use of the angklung not only as a medium for developing musical skills but also as a tool for enhancing the concentration of young children. Playing the angklung requires children to pay close attention to instructions, listen carefully to sounds, recognize their turn to play, and coordinate their movements with the rhythm being performed, thereby fostering sustained attention as a key component of concentration. In addition, this research was conducted at RA Istiqomah, a setting that has not previously been the subject of similar studies, while also integrating local cultural values through the use of the angklung as an important element of Indonesian cultural heritage. Therefore, this study is expected to provide both theoretical and practical contributions to the development of arts- and culture-based learning strategies aimed at improving concentration in early childhood education.

## **RESEARCH METHOD**

This study uses the Classroom Action Research (CAR) method with the Kemmis and McTaggart model, which consists of four stages: planning, action, observation, and reflection, carried out repeatedly in cycles (Kemmis, McTaggart, & Nixon, 2014). PTK dipilih karena bertujuan memperbaiki proses pembelajaran dan meningkatkan kemampuan konsentrasi anak melalui kegiatan bermain angklung sebagai media pembelajaran yang menarik dan menyenangkan (Arikunto, 2021).

The research was conducted at RA Istiqomah, Jalan Tuba I No. 7, Tegal Sari Mandala III, Medan Denai District, Medan City, during the even semester of the 2026/2027 Academic Year. The research subjects were 16 children in group B, aged 5–6 years, consisting of 7 boys and 9 girls. The focus of the research was on improving children's concentration skills through playing *angklong*.



**Figure 1. Classroom Action Research (CAR) Model by Kemmis and McTaggart**

The research was carried out in two cycles. Each cycle included planning, action implementation, observation, and reflection stages. If the success indicators were not achieved in the first cycle, improvements were made in the next cycle. Data was collected through observation, interviews, and documentation. Observations were done using a checklist based on children's concentration indicators, such as the ability to focus attention, listen to instructions, maintain focus, complete activities, and respond to the teacher's directions (Sugiyono, 2024). Assessment uses the categories Not Yet Developed (BB), Beginning to Develop (MB), Developing as Expected (BSH), and Developing Very Well (BSB).

The data is analyzed descriptively in both qualitative and quantitative ways. Qualitative analysis is done through data reduction, data presentation, and drawing conclusions (Miles, Huberman, & Saldaña, 2024), Meanwhile, quantitative analysis is carried out by calculating the percentage of children's concentration ability achievements in each cycle. The research is considered successful if at least 80% of the children reach the categories of Developing as Expected (BSH) and Developing Very Well (BSB) on the set concentration ability indicators. At the same time, quantitative analysis is done by calculating the percentage of children's concentration ability achievements in each cycle using the formula:

$$P = \frac{f}{n} \times 100\%$$

Description:

P = Achievement percentage

f = Score obtained

n = Maximum score

## RESULTS AND DISCUSSION

### Focus for 5-6 year old Children Before Starting Angklung Music Activities

Observations during the pre-cycle stage showed that the concentration abilities of 5–6-year-old children at RA Istiqomah were still in the low category. Most children were not yet able to focus optimally during the learning process, were easily distracted, often talked to friends during lessons, and had difficulty following instructions and completing tasks. Assessment results showed an average score of only 16.68, with 12 children (75.00%) in the Not Yet Developed (BB) category and 4 children (25.00%) in the Beginning to Develop (MB) category. No children reached the Developing as Expected (BSH) or Very Well Developed (BSB) categories. This condition indicates that children's concentration skills still need more engaging learning stimulation that matches the developmental characteristics of early childhood.

This finding is in line with the opinion (Maulana & Saddam, 2025; Sholikhah, Simatupang, Widayati, & Malaikosa, 2025) which states that young children have a relatively short attention span, so they are easily distracted by various stimuli in their surroundings. Because of that, learning needs to be designed through activities that are interesting, fun, and involve the child's active participation. Research (Subardhini, Riyadi, & Sakroni, 2024) also explained that children's concentration can develop more optimally through play activities that provide direct learning experiences. Monotonous learning tends to make children get bored quickly and lose focus, as seen in the initial conditions of the study.

Besides that, research (Rahwati & Diana, 2025) shows that art and music activities effectively improve children's focus and attention because they involve coordinating hearing, vision, and body movements at the same time. This opinion is supported by (Sularso, Putri, & Hanshi, 2024) which states that musical activities can stimulate the development of brain functions related to attention, memory, and concentration. Based on these findings, using the angklung is seen as suitable as a learning medium because it can integrate elements of listening, motor coordination, attention, and active involvement of children. Thus, playing the angklung has the potential to be a solution to improve the concentration skills of 5–6-year-old children at RA Istiqomah.

### Doing Angklung Music Activities Helps Improve Concentration in 5-6 Year Old Children Cycle I

Based on the observations during Cycle I, the learning activities have been carried out according to the Daily Lesson Plan (RPPH) that was prepared. In general, there has been an improvement in the children's concentration compared to the pre-cycle condition. The children are starting to show more interest in the learning activities, are able to pay better attention to the

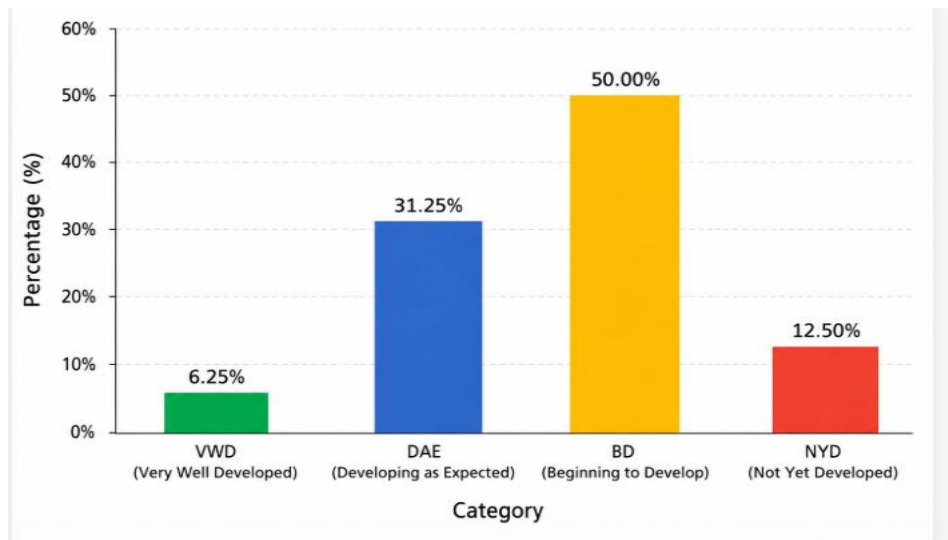
teacher's explanations, follow the instructions given, and stay engaged in the angklung play activities. However, some children are still easily distracted and need further guidance and support.

**Table 1. Results of Cycle I Observation**

Percentage	Number of Children	Percentage of Children	Category
85%–100%	1	6.25%	Very Well Developed (VWD)
75%–<85%	5	31.25%	Developed as Expected (DAE)
50%–<75%	8	50.00%	Beginning to Develop (BD)
0%–<50%	2	12.50%	Not Yet Developed (NYD)
Total	16	100%	

The observation results in Table 1 show that out of 16 children who were the research subjects, 1 child (6.25%) reached the Very Well Developed (VWD) category, 5 children (31.25%) were in the Expected Development (ED) category, 8 children (50.00%) were in the Beginning to Develop (BD) category, and 2 children (12.50%) were still in the Not Yet Developed (NYD) category. This data shows that most children have experienced development in concentration skills, which is indicated by the decrease in the number of children in the Not Yet Developed category and the increase in the number of children reaching the Expected Development and Very Well Developed categories.

The improvement seen in Cycle I shows that playing the angklung can provide positive stimulation for children's concentration skills. Through activities like listening to sounds, paying attention to the teacher's cues, waiting for their turn, and playing the angklung according to instructions, children are trained to focus on one activity for a certain period of time. However, the results obtained in Cycle I did not yet reach the research success indicator, which is at least 80% of children in the Very Good Development (VGD) category. From the observations in Cycle I, the author found that children aged 5-6 have the ability to improve concentration as expected. Therefore, the bar chart looks like this:



**Gambar 2. Diagram batang peningkatan konsentrasi anak usia 5-6 tahun pada siklus 1**

The results of the research in Cycle I showed that implementing angklung musical play activities could improve the concentration abilities of 5–6-year-old children at RA Istiqomah compared to the pre-cycle conditions. This improvement was seen in the increase in the number of children reaching the Developing as Expected (BSH) and Very Well Developed (BSB) categories, as well as the decrease in the number of children in the Not Yet Developed (BB) category. Out of the 16 children who were research subjects, 1 child (6.25%) reached the BSB category, 5 children (31.25%) were in the BSH category, 8 children (50.00%) were in the MB category, and only 2 children (12.50%) were still in the BB category. These findings show that angklung play activities are starting to have a positive effect on children's ability to focus, follow instructions, and maintain attention during the learning process.

The results of this research are in line with the research (Alim & Rahayu, 2024; Ulkhatiata, 2025) which states that game-based learning can improve children's focus and attention because it allows them to learn while playing. This finding is also supported by (Wakulu & Priyanti, 2025) which explains that music activities can improve attention and concentration because they involve hearing, movement coordination, the ability to follow patterns, and self-control all at the same time. Besides that, (Ivaniar, Irchamni, Anwar, & Madum, 2026) It mentions that music activities can stimulate brain functions related to attention, memory, and coordination, helping kids stay more focused during learning.

Nevertheless, the results of Cycle I show that the success indicators have not been fully achieved. Most of the children are still in the Beginning to Develop category (50.00%) and there are still 2 children (12.50%) in the Not Yet Developed category. This condition indicates that some children are still easily distracted and unable to maintain attention for a long time. Therefore, in Cycle II, improvements were made through the use of a one-octave angklung, number cards as tone markers, simple song notations, and clearer, more systematic instructions. Overall, the results of Cycle I show that playing the angklung is effective in improving children's concentration skills and serves as a basis for achieving more optimal results in Cycle II.

## **Cycle II**

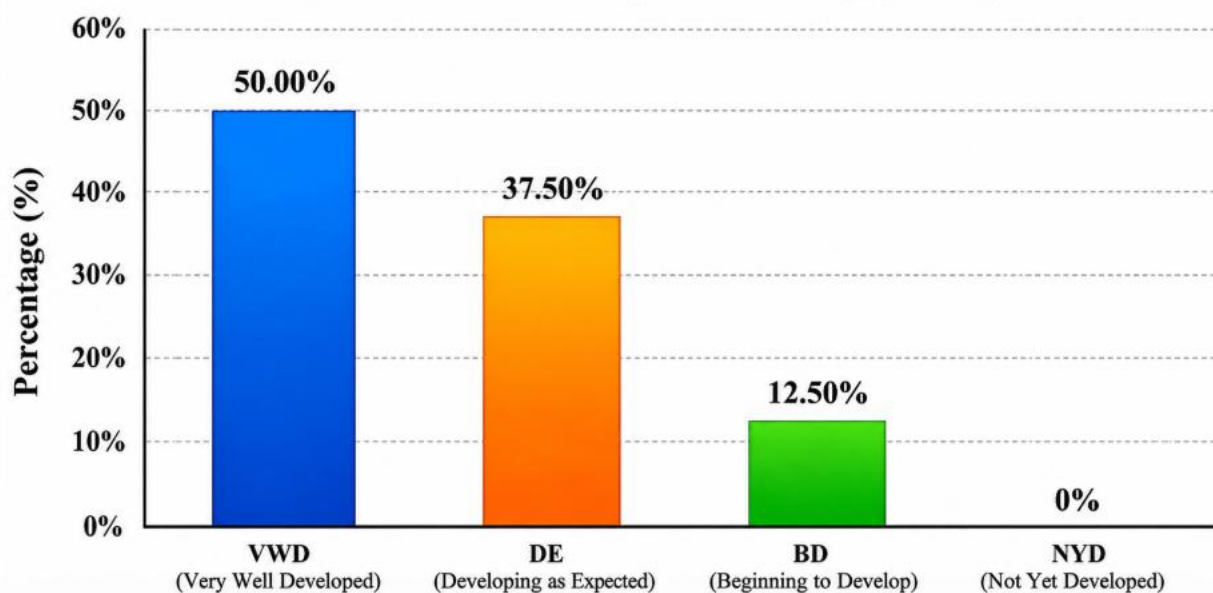
Based on the observations during Cycle II, the children's concentration skills showed a very significant improvement compared to Cycle I. The children appeared more focused on paying attention to the teacher's explanations and instructions, were able to wait their turn in an orderly manner, followed the sequence of notes according to the notation shown, and were more confident when playing the angklung. In addition, the learning environment became more conducive because most of the children were able to maintain their attention and engagement throughout the activities. The use of number cards and simple notations helped the children better understand the sequence of the game, allowing their concentration to stay well. The table below shows the results of observations or assessments of the children's concentration skills in Cycle II, as follows:

**Table 2. Summary of Observation Results on the Ability to Improve Concentration of 5-6 Year-Old Children at RA ISTIQOMAH in Cycle II**

Percentage Range	Number of Children	Percentage of Children	Category
85%–100%	8	50.00%	Very Well Developed (BSB)
75%–<85%	6	37.50%	Developed as Expected (BSH)
50%–<75%	2	12.50%	Beginning to Develop (MB)
0%–<50%	0	0.00%	Not Yet Developed (BB)
Total	16	100%	

Overall, the observations in Table 2 show that 14 children, or 87.50%, have reached the BSH and BSB categories. This indicates that most of the children are able to focus on learning activities, follow the teacher's instructions well, maintain their attention during activities, and complete the tasks given. This improvement suggests that playing angklung with number cards and simple notations is effective in enhancing the concentration skills of 5–6-year-old children.

Based on the results obtained in Cycle II, the research success indicators have been met because more than 80% of the children reached the categories of Developing as Expected (BSH) and Very Well Developing (BSB). Therefore, the actions were stopped at Cycle II and it can be concluded that the implementation of angklung musical instrument play activities is effective in improving the concentration abilities of 5–6-year-old children at RA Istiqomah. The observation results conducted in Cycle II can be seen in the bar chart below. The author noticed that the 5–6-year-old children have improved their concentration abilities compared to Cycle I. This can be seen in the form of the following bar chart:



**Figure 2. Bar Chart of the Ability to Improve Concentration in 5-6 Year Old Children in Cycle II**

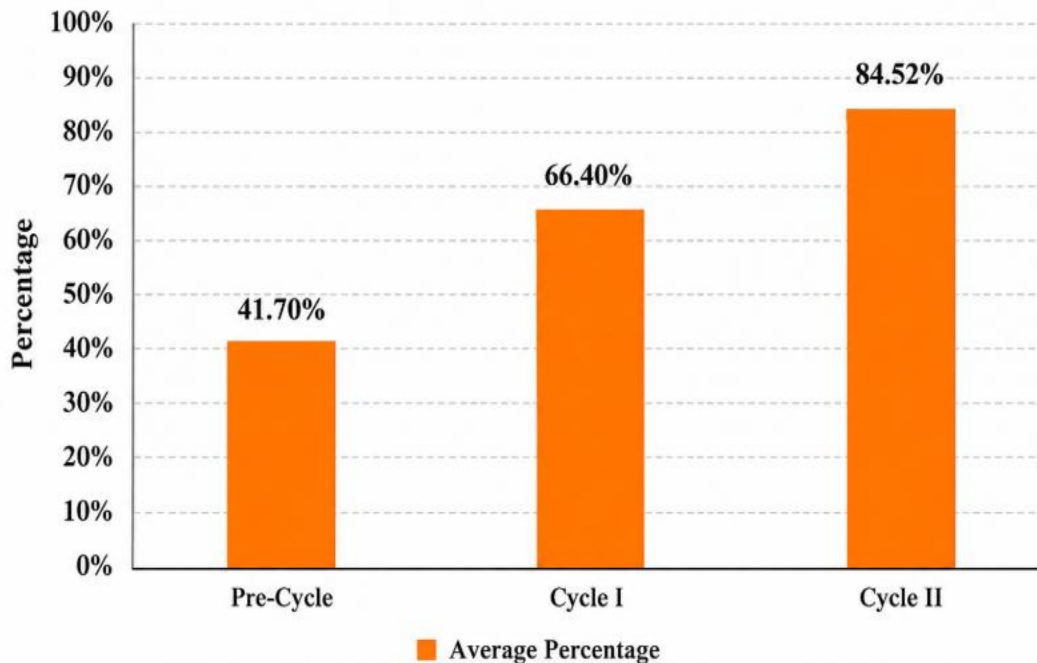
The observation results from cycle II, as shown in the picture above, indicate that the children's concentration has improved, with no children categorized as NB (Not Yet Developed). Based on the cycle II observation results, 8 children (50.00%) reached the Very Well Developed (VWD) category, 6 children (37.50%) were in the As Expected Developed (AED) category, and 2 children (12.50%) were in the Beginning to Develop (BD) category. No children were in the Not Yet Developed (NYD) category. These results show that 87.50% of the children have reached the AED and VWD categories, so the research success indicators have been met.

Research results show that playing a one-octave angklung is effective in improving the concentration skills of children aged 5–6. Through this activity, children are trained to pay attention to instructions, recognize the order of notes, wait for their turn, and play the angklung according to the given tempo and notation. The improvement in concentration skills can be seen from the results of the pre-cycle, Cycle I, and Cycle II, which show the development of focus, attention, and children's engagement during learning. In Cycle II, the research success indicators were achieved, so the action was stopped. These findings suggest that using the angklung as a fun learning medium that actively involves children can be an effective alternative to boost young children's concentration.

**Table 3. Improvement in the Ability to Increase Concentration in Pre-Cycle, Cycle I, and Cycle II**

<b>Description</b>	<b>Pre-Intervention</b>	<b>Cycle I</b>	<b>Cycle II</b>
Average Percentage Score	41.70%	66.40%	84.52%

Thus, it can be concluded that the implementation of playing angklung musical instruments successfully improved the concentration abilities of 5–6 year-old children at RA Istiqomah. This success is shown by the increase in the number of children reaching the Developing as Expected (BSH) and Very Good Development (BSB) categories, as well as the increase in the average concentration skills percentage from 41.7% in the pre-cycle to 66.4% in Cycle I and rising to 84.52% in Cycle II. The following bar chart shows the increase in children's concentration through playing the angklung musical instrument, starting from before the intervention was carried out, then cycle I and cycle II in more detail:



**Figure 4. Bar chart of the ability to improve concentration in 5-6 year old children**

The research results show that playing the angklung musical instrument is effective in improving the concentration skills of 5–6-year-old children at RA Istiqomah. The average percentage of children's concentration skills increased from 41.7% in the pre-cycle to 66.4% in Cycle I and 84.52% in Cycle II. By the end of the study, as many as 87.5% of children reached the Developing as Expected (BSH) and Developing Very Well (BSB) categories. These results indicate that playing the angklung can help children improve their focus, attention, and ability to follow instructions during the learning process.

The improvement in concentration observed in this study aligns with the cognitive development theory proposed by Jean Piaget, which states that young children learn best through concrete activities and direct experiences. Playing the angklung gives children the opportunity to actively engage in activities that combine visual, auditory, and kinesthetic aspects, making it easier for them to focus on what they are doing. Children don't just listen to the teacher's instructions, but also watch the notation, hold the instruments, and produce sounds according to the rhythm being played. The results of this research are also supported by a study conducted by (Azis, Zali, Indriani, & Lubis, 2023; Widiastuti & Watini, 2022) which states that music activities can improve attention and concentration in young children through activities of listening, remembering, and responding to stimuli at the same time.

The findings of this study also align with the results of the research (Nurhidayah, Rahmah, & Sidik, 2025) who found that using simple musical instruments in learning can improve children's learning focus because music activities create a fun and non-monotonous learning atmosphere. A similar situation was seen during the implementation of Cycle II, when the children showed high enthusiasm for playing the angklung. An engaging learning environment makes children more motivated to participate actively, so their attention can be maintained longer compared to before

the action was carried out.

In addition, the use of number cards and simple notation applied in Cycle II also contributes to improving children's concentration. This result aligns with research (Anggreini & Muslam, 2025; Nuryati, Lubis, Talango, Ibrohim, & Nadjih, 2021) which states that visual media helps children focus more easily. In this study, number cards and musical notation serve as guides to recognize the sequence of notes, so children are more focused when playing the angklung. The combination of visual media and musical activities has been proven to increase children's attention and engagement during learning.

Furthermore, the increase in concentration observed in this study can be explained through an active learning approach. According to research (Wardani, Putri, Sugiyarti, Afsanti, & Utami, 2024), Direct involvement in learning activities can boost the concentration of young children. Through playing the angklung, children actively engage in listening, observing, moving, and coordinating movements, which helps them stay focused and maintain attention throughout the learning process.

Based on the research results, playing the angklung musical instrument is effective in improving the concentration of young children through active participation, the use of visual media, and an enjoyable learning atmosphere. This success is shown by the increase in the number of children reaching the BSH and BSB categories to 14 children (87.50%) in Cycle II, as well as an average concentration ability increase of 42.82% from pre-cycle to the end of the study. These findings suggest that playing the angklung can be an effective alternative learning strategy to boost the concentration of young children.

### **Concentration of 5-6 Year Old Children After Playing the Angklung**

The implementation of playing the angklung musical instrument has been proven to improve the concentration abilities of children aged 5–6 years. Before the cycle, the children's concentration abilities were still low, with an average percentage of 41.70%, where 12 children (75.00%) were in the Not Yet Developed (NYD) category and 4 children (25.00%) were in the Beginning to Develop (BTD) category. After the interventions up to Cycle II, the children's concentration abilities improved with an average score of 33.81. In Cycle II, there were 8 children (50.00%) in the Very Good Development (VGD) category, 6 children (37.50%) in the Development as Expected (DE) category, and 2 children (12.50%) in the Beginning to Develop (BTD) category. Overall, the average percentage increased from 41.70% to 84.52%, showing that the children's concentration abilities have developed very well and have reached the research success target.

**Table 5. Results of Ability to Increase Concentration in Pre-Cycle, Cycle I, and Cycle II**

<b>Pre-Cycle</b>	<b>Cycle I</b>	<b>Cycle II</b>	<b>Improvement</b>
41.70%	66.40%	–	24.70%
–	66.40%	84.52%	18.12%
41.70%	–	84.52%	42.82%

The results of this research discussion show that the concentration ability of 5–6-year-old children at RA ISTIQOMAH can be improved through angklung musical instrument play activities. Observations conducted before the action as well as after the implementation of Cycle I and Cycle II showed an improvement in the children's concentration skills. The pre-cycle results had an average percentage of 41.70%, while in Cycle I it reached an average percentage of 66.40%, so from the pre-cycle to Cycle I there was an increase of 24.70%. In Cycle II, the average percentage reached 84.52%, so from Cycle I to Cycle II it increased by 18.12%. If calculated from the pre-cycle to Cycle II, the increase achieved was 42.82%.

Research results show that playing the angklung musical instrument is effective in improving the concentration skills of 5–6-year-old children at RA Istiqomah. The improvement can be seen from the results of the pre-cycle to Cycle II, where the children became better at focusing their attention, following instructions, taking turns, and maintaining focus during lessons. Improvements in Cycle II through the use of a one-octave angklung, number cards, and simple songs made the children more enthusiastic and actively involved in the activities. Therefore, playing the angklung not only boosts children's concentration but also creates a more engaging, fun, and meaningful learning environment.

The results of this research align with the study (Mahmudah & Pamungkas, 2023) which states that music activities can improve the attention and concentration of young children. Through playing the angklung, children are trained to pay attention to instructions, recognize notes, wait for their turn, and play the musical instrument according to tempo so their concentration skills develop. The findings of this research are also supported by studies (Fauzah, Rusdiyani, & Fadhullah, 2023) which explains that game-based learning can improve children's focus because it provides an enjoyable learning experience and doesn't create pressure. Young children basically learn through play, so their involvement in engaging activities helps them focus more easily. This was evident during the implementation of Cycle II when the children showed higher enthusiasm compared to the previous stage. They seemed more active in participating in activities, waited their turn more orderly, and were better able to maintain focus throughout the learning process.

Besides that, the results of this study match the opinion (Utari, 2025; Nazwa, Iskandar, & Paramole, 2025) which states that musical activities can stimulate brain functions related to attention, memory, coordination, and the ability to control responses. Playing the angklung requires children to listen to sounds, remember the sequence of notes, and respond appropriately according to the teacher's instructions. This process helps improve concentration skills because children have to continuously monitor the information they receive and adjust their actions while playing.

The increase in concentration in Cycle II shows that using number cards and simple notation contributes positively to the child's focus. This finding aligns with research (Fi'atunnajiha & Rahmadani, 2025) which states that visual media helps young children focus because the information is more concrete and easy to understand. In this study, number cards help children recognize the sequence of notes so they are more focused when playing the angklung and following the learning activities.

Based on research results and previous studies, it can be understood that the success of playing the angklung in improving children's concentration is not only due to musical elements, but also because of the active involvement of the children, the use of engaging visual media, a fun learning environment, and opportunities to repeatedly practice controlling attention. Therefore, playing the angklung can be considered as an effective alternative learning activity to boost the concentration skills of young children. This success is shown by the increase in the average concentration ability from 41.70% in the pre-cycle to 84.52% in Cycle II, as well as reaching the research success indicators with 87.50% of children falling into the BSH and BSB categories.

## CONCLUSION

Based on the research results, it can be concluded that playing the angklung musical instrument is effective in improving the concentration skills of children aged 5–6 years at RA Istiqomah. This is shown by the increase in the average concentration ability percentage from 41.70% in the pre-cycle to 66.40% in Cycle I, and then rising again to 84.52% in Cycle II, with 87.50% of children reaching the categories of Developing as Expected (BSH) and Very Well Developed (BSB). These findings imply that playing the angklung, which involves active participation from children, can be an effective learning alternative to boost focus and attention in early childhood. However, this study still has limitations, such as a small number of subjects, being conducted in only one institution, and not yet examining its impact on other aspects of development. Therefore, it is suggested that future research involve a larger sample, use a stronger research design, and examine the effect of playing the angklung on various aspects of child development so that more comprehensive and generalizable results can be obtained.

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